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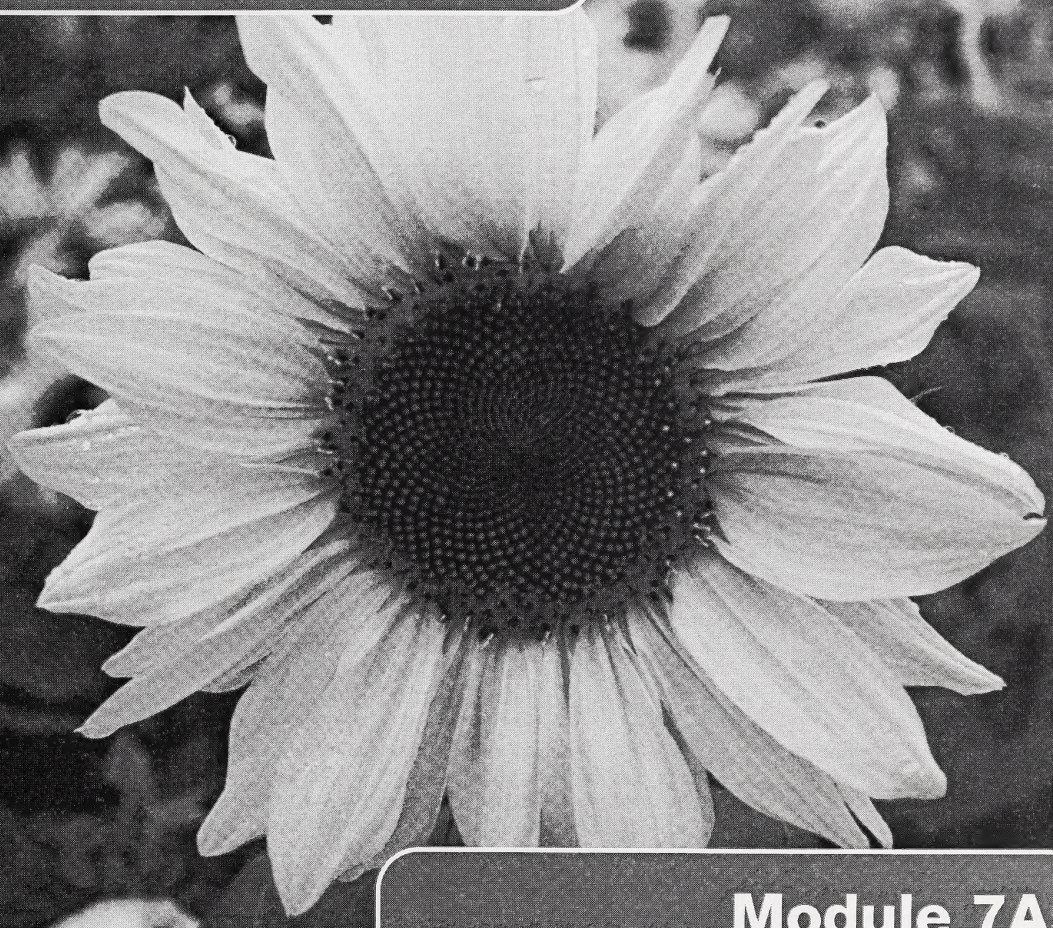
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Grade Three

Thematic

Home Instructor's Guide and Assignment Booklet



Module 7A:

Listen, Touch, Taste

Day 1 to Day 9



Learning
Technologies
Branch

Alberta
EDUCATION

Grade Three Thematic
Module 7A: Listen, Touch, Taste
Home Instructor's Guide: Days 1–9 and Assignment Booklet 7A
Learning Technologies Branch
ISBN 0-7741-2774-0

Cover Art: Photodisc/Getty Images

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

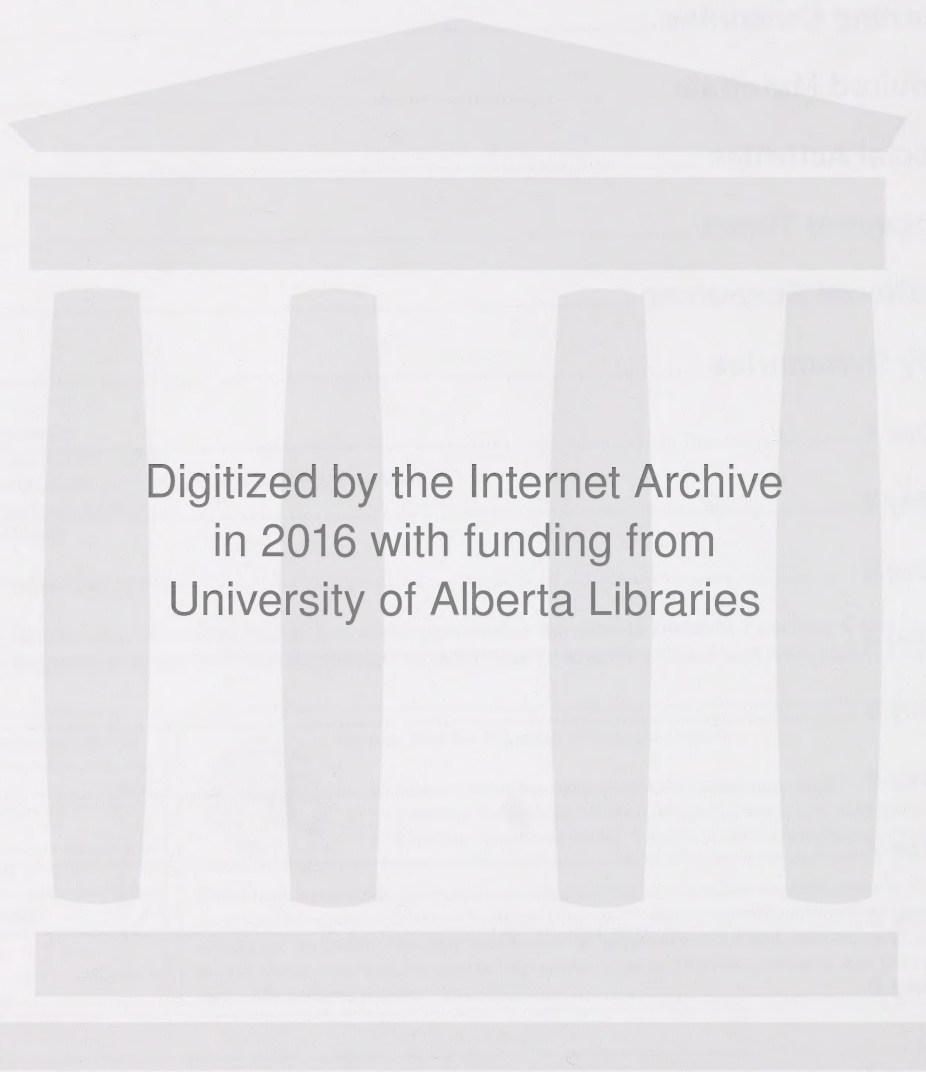
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Module 7A: Listen, Touch, Taste

In Module 7A the senses of sight and touch are explored. In English language arts, the student examines the use of sensory words and begins to list descriptive words that can be used in personal writing. The student also learns to use outlines to take notes, plan, and write reports.

The other emphasis in this part of the module is on the social studies topic “communities in the world.” The student learns more about indigenous peoples from other countries and draws some comparisons with indigenous peoples of Canada.

Before beginning this module, borrow library books for shared reading and silent reading. Choose non-fiction books, articles, and anthologies about photography, indigenous peoples, eclipses, the senses of touch and sight, and blindness. Choose mystery stories and legends of the Aborigines of Australia.

The Home Instructor’s Guide for Module 1A contains general information about the course components, additional resources, role of the home instructor, time commitment, and assessment. If you do not have access to the Home Instructor’s Guide for Module 1A, contact your school or teacher to obtain this important information.

Learning Outcomes

Science, Social Studies, and English Language Arts

Science outcomes for this portion of the module include

- recognizing adaptations of animals to their environment
- using the scientific inquiry process

Social studies outcomes include

- appreciating similarities and differences among people and communities
- examining the geographic characteristics that shape communities in other parts of the world by exploring and reflecting on a number of inquiry questions
- examining the social, cultural, and linguistic characteristics that affect quality of life in communities in other parts of the world
- applying research skills, such as organizing information, following a plan to complete an inquiry, summarizing data, and comparing and contrasting data

English language arts outcomes include

- applying word-analysis strategies
- applying phonetic generalizations to read words
- identifying types of literature
- responding to a variety of texts and genres
- reading silently with accuracy and confidence
- developing a variety of comprehension strategies, including setting a purpose for reading
- using a dictionary to confirm meaning
- using syntactic (context) clues
- explaining new concepts in his or her own words

- making inferences about a character
- connecting portrayals of characters to personal experiences
- expressing feelings related to visual images
- editing for complete and incomplete sentences
- appraising own and others' work
- experimenting with ways of generating ideas
- finding information to answer questions
- extracting appropriate information from a text
- summarizing the main idea
- using titles, headings, and visuals to add interest to a written report
- assessing a research project using pre-established criteria
- preparing a written report
- drawing conclusions based on research
- learning proper alignment, shape, and slant for cursive writing
- using standard grammar, spelling, and punctuation in written work

To develop spelling and reading skills in Module 7A, phonics and spelling activities focus on prefixes.

Music

Provide a variety of musical opportunities for the student.

Art

In this module the student learns more about photography and works with negative spaces.

The following art concepts are taught:

- Everyday activities can be documented visually.
- People's relationships can be recorded visually.
- Cameras can record special events.
- Scenes from a larger picture can be selected and cropped.
- Format can be adjusted and composition tightened by cropping areas from the edges of photographs.
- Negative spaces help create a different view of something.

Physical Education and Health and Life Skills

Daily fitness activities are strongly recommended. Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Technology

The student may use the Internet or encyclopedia software to research indigenous peoples.

The student may use keyboarding skills to compose, revise, and print a research report. Be sure that your student understands and can use common computer tools, such as spell-check and font selection. Students should be taught proper keyboarding techniques.

Required Materials

The student will need the following items for Module 7A:

- Module 7A Student Module Booklet
- Module 7A Assignment Booklet
- *Collections: Super Senses!*
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- interlined notebook or paper for handwriting
- atlas
- Writing Folder
- Art Folder
- camera and film
- photographs in a family album or magazine pictures
- magazines that can be cut up
- poster board, cardboard, or mat board
- utility knife or sharp scissors
- glue, yarn, and a paper punch
- two nails
- a variety of small objects with varying textures
- a pillowcase or a large sock
- a pair of gloves

Special Activities

Research

Day 4: Australian indigenous people (optional)

Day 5: a group of indigenous people from somewhere other than Canada

Experiments

Day 9: touch experiments

Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education and Health and Life Skills	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day.

Additional Resources

The following books may be available at your local library or bookstore. Your local librarian may be able to suggest additional or alternative books.

Fiction: Anthologies

In the Beginning: Creation Stories from Around the World, told by Virginia Hamilton

Fiction: Chapter Books

Cam Jansen: The Mystery at the Haunted House, David Adler

Agapanthus Hum and the Eyeglasses, Joy Cowley

Aunt Eater's Mystery Vacation, Doug Cushman

Meg Mackintosh and the Case of the Missing Babe Ruth Baseball: A Solve-It-Yourself Mystery, Lucinda Landon

The Christmas Present Mystery, Marion Markham

Go Fish, Mary Stolz

Fiction: Short Stories and Picture Books

Going for Oysters, Jeanie Adams

World Famous Muriel and the Magic Mystery, Sue Alexander

Arthur's Eyes, Marc Brown

The Chief's Blanket, Michael Chanin

Gertrude, the Bulldog Detective, Eileen Christelow

Ashkii and his Grandfather Ashkii Y El Abuelo, Margaret Kahn Garaway

Look Again!, Tana Hoban

Snail Girl Brings Water: A Navajo Story, Geri Keams

Apt.3, Ezra Jack Keats
A Cane in Her Hand, Ada B. Litchfield
Through Grandpa's Eyes, Patricia MacLachlan
Animal Dreaming: An Aboriginal Dreamtime Story, Paul Morin
My Buddy, Audrey Osofsky
The Magic Weaver of Rugs: A Tale of the Navajo, Jerrie Oughton
The Courage Seed, Jean Richardson
Sarah's Sleepover, Bobbie Rodriguez
Grandfather's Journey, Allen Say
My Navajo Sister, Eleanor Schick
The Water Shell, Gretchen Schields
Hannah, Gloria Whelan

Non-Fiction

Colours of the Navajo, Emily Abbink
How Do We Feel and Touch?, Carol Ballard
How Your Body Works: How Do Our Eyes See?, Carol Ballard
An Aboriginal Family (Families Around the World Series), Rollo Browne
EyeOpeners! All About Animal Vision, Monika and Hans Dossenbach
Aboriginal Art of Australia: Exploring Cultural Traditions, Carol Finley
Click! A Book About Cameras and Taking Pictures, Gail Gibbons
Eyes, Aleksander Jedrosz
National Geographic Photography Guide for Kids, Claire M. Johnson
Tales of the Amazon: How the Munduruku Indians Live, Daniel Munduruku
Cultures of the World: Tahiti, Roseline NgCheong-Lum
A New True Book: The Navajo, Alice Osinski
The Navajo Nation, Sandra M. Pasqua
Touch (Explore Your Senses Series), Laurence Pringle
The Navajos, Virginia Driving Hawk Sneve
Living With Blindness, Patsy Westcott

Internet

Search using the keywords *Australian Aborigines, Koori, indigenous peoples, eye health, human eye, blindness, or photography.*

The following websites may be useful:

- *Aboriginal Australia Art and Culture Centre*
<http://www.aboriginalart.com.au/culture/>
- *Amazing Eye Facts*
<http://www.optima-hyper.com/eyetests/kidsquiz/kidfact.htm>
- *A Big Look at the Eye (Go to My Body and then Eye.)*
<http://www.kidshealth.org/>
- *Eye Site: Games and Activities*
<http://library.thinkquest.org/J002330/games.htm>

Daily Summaries

Read each day's summary in this guide and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student's Course Container, and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel further practice is needed, you can extend the activities or create new tasks for the student.

Day 1

Learning Outcomes

The student reads a photo essay about photography to learn some camera tips and to study outline format. The new list of spelling words is introduced with the pre-test. Prefixes are the focus for phonics. The student looks critically at the photographs in the photo essay read earlier and reviews camera tips. Then the student uses a camera to take pictures of interesting shapes, shadows, colours, patterns, textures, and reflections. The student also takes photographs to create a photo collage about a person.

Materials You Need Today

- camera and film

Getting Started

The student reflects on goals that have been accomplished so far this year and sets new goals for the last part of grade three. Help the student understand what has been accomplished and guide him or her in setting new goals. These goals could include improvements you would like to see in work habits, in specific subject areas, or in personal growth. Have the student select at least two goals.

“Seeing Through the Camera’s Eye”

The student reads a selection in *Collections: Super Senses!* that discusses how to take good photographs. The student reads for information and answers questions about photography. The student will apply this information later in the day.

In Module 6A the student began self-marking the work in the Student Module Booklet with your assistance. Continue to monitor your student closely as he or she self-marks the activities. Be sure that the student completes the activities in the Student Module Booklet before looking at the answers. Show the student how to locate each question and how to compare the answers. Explain that the student's own wording may not be exactly the same as the given answer, but the meaning should be the same. Be sure the student has written the correct answer in the case of incorrect responses. Encourage the student to use a different colour of pen for the corrections. It is important that the work be corrected for future reference and study.

Spelling

The spelling word list for Days 1 to 9 includes eight high-frequency words with prefixes. Dictate the words when the student is ready to write the Spelling Pre-test.

Say each word. Say the word in a simple sentence and then repeat the word.

These are the spelling words:

- unhappy
- discover
- rewrite
- displease
- reuse
- mistrust
- unsure
- incorrect

Phonics

For the next few lessons, the student will be working with prefixes. The prefixes *un*, *mis*, and *dis* are introduced today.

The Camera's Eye

The student examines photographs in the article “Seeing Through the Camera’s Eye” and in the family photo album or, if an album is not available, in a magazine. He or she identifies the use of shadows, colour, patterns, texture, reflections, and shapes in photos and has a chance to take photographs that include these elements.

The student also takes photographs to make a photo collage about a person. The student is instructed to photograph the person in a way that shows his or her unique personality. The student is also asked to take pictures of the person’s favourite things, pets, or hobbies.

If it is impossible for your student to take photographs, he or she could find a picture of the person in family photo albums and then look for pictures in magazines that illustrate that person’s collections, interests, hobbies, or pets. Instructions for making the photo collage will be included in the lesson on Day 2.

Day 2

Learning Outcomes

The student continues to explore mood created by photographs and completes an outline of the article about photography. Spelling words and selected challenge words are added to the writing dictionary. The study of prefixes is continued. Framing and cropping photographs is explored and the photo collage is completed.

Materials You Need Today

- cardboard, poster board, or mat board; white glue; scissors or a utility knife
- magazines that can be cut
- photos from Day 1 (if prints have been made)

Getting Started

The student discusses some favourite photos from the family album or a magazine.

Setting the Mood

The student learns that photographers, like illustrators, use colours and techniques to “set the mood” in photographs.

In preparation for the next activity, you may wish to have the student suggest words for feelings, and you can list them on the chalkboard or whiteboard. Photographs in *Collections: Super Senses!* are discussed as the student tells how each photo makes him or her feel.

Take a Closer Look

The student learns how an outline can be used to arrange ideas in a reading selection. Explain that the topic is written as the title of the outline. Roman numerals are used for the main ideas, capital letters for the supporting ideas, and numbers for the details. The outline may be simplified to show only two orders of ideas; in this case, capital letters are used for the main ideas and numbers for the supporting ideas. The student uses the headings from “Seeing Through the Camera’s Eye” and then lists three supporting ideas for each heading. You may need to assist the student in discovering the supporting ideas under each heading. You can ask the student to read each paragraph to you and then have him or her tell you the supporting ideas.

Spelling

Help the student choose three challenge words. If you have noticed any high-frequency words spelled incorrectly in the student’s written work, assign them as challenge words. Some other words you may want to consider are

- photograph
- photographer
- picture
- aboriginal
- eyes
- eclipse
- senses
- touch
- sight
- mystery

More Fun with Photos

The student makes a frame for a favourite photo, practises cropping pictures, and creates a photo collage. If the photographs from Day 1 have not yet been printed, the photo collage can be done when they are ready. If you have a digital camera and a computer program, you may assist your student with creating the collage electronically.

Day 3

Learning Outcomes

The day begins with a discussion of mystery stories as a genre. After making some predictions, the student reads a mystery story and answers questions about it, including answers to the 5Ws (what, where, when, who, and why). Spelling words are reviewed in context with a sentence dictation. The student practises handwriting the dictation sentences. Prefix study continues. The concept of indigenous peoples is explored, and the Aborigines of Australia are introduced. The student enters what he or she already knows and what he or she would like to know about the Aborigines of Australia on a K-W-L chart.

Materials You Need Today

- atlas or globe
- K-W-L chart

Getting Started

Today's activities begin with a discussion about mystery stories. Help the student recall any mystery stories that he or she has read. Discuss how these stories are different from other types of stories.

Solve the Case

After making predictions about the story, the student reads each page to answer questions about it. The student also tries to use the clues to solve the mystery.

At the end of the story, the student discusses the meaning of *P.S.*, that is *postscript*. It is usually a comment added after a letter is finished.

Spelling

Spelling Dictation Steps

- Prepare a space on the blackboard or on chart paper for the spelling sentences.
- Say the spelling word.
- Dictate (say) the complete sentence. Repeat the spelling word.
- Pause for a moment and then repeat the entire sentence.
- Give the student enough time to write the sentence.
- Print the sentence correctly on the board or on chart paper.
- Give the student time to make self-corrections. Discuss why any errors occurred.
- Check the student's work to make sure each self-correction is accurate.
- Continue to dictate the sentences, one at a time, until they have all been written.

Tell your student to think carefully about the sentence before adding the punctuation. Some of the sentences are statements, some are questions, some are commands, and some are exclamations.

Dictation Sentences

- **unhappy:** The boy was unhappy.
- **discover:** What did you discover about sounds?
- **rewrite:** Rewrite the story right now!
- **displease:** It will displease your mom if you break the glass.
- **reuse:** Can you reuse that gift bag?
- **mistrust:** I don't mistrust you.
- **unsure:** He is unsure of himself.
- **incorrect:** Is that answer incorrect?

Handwriting

The student rewrites the dictation sentences in handwriting. Check the handwritten sentences for accuracy.

First Peoples

The student begins to learn about indigenous peoples from other countries in the world. The indigenous peoples of Australia, known as the Koori or Aborigines, are introduced. The student finds Australia in an atlas or on a globe.

Prepare a large K-W-L chart on lined chart paper or poster paper.

What I Know About Australian Aborigines	What I Want to Know About Australian Aborigines	What I Learned About Australian Aborigines

The student is instructed to tell you what information he or she already knows about the Aborigines of Australia. Write in any facts the student knows. Your student may be unfamiliar with them, and may not have any information to put in this column.

The student should then pose at least three questions about Aborigine culture. Encourage your student to pose questions that are relatively simple. Appropriate questions could include the following:

- What kind of food did they eat?
- What kind of homes did they build?
- What was their daily life like?
- What kinds of artwork and crafts did they do?
- How did they travel?
- What was the land like where they lived?
- What kind of traditional clothing did they wear?
- What was their music like?
- What kind of celebrations did they have?
- What were their beliefs or legends about?

Write the questions in the second column of the chart.

On Day 4 the student will try to answer the three questions that were posed as well as discover other facts about Aborigine culture.

Day 4

Learning Outcomes

The mystery story from Day 3 is reread and inferences are made about the characters. Prefixes continue to be studied. The student reads an article about the Aborigines of Australia, and the K-W-L chart is completed with answers to the questions posed on Day 3.

Materials You Need Today

- word cards for phonics
- K-W-L chart from Day 3

Getting Started

The student discusses a time that he or she acted like a detective to find a missing item or to find out who did something.

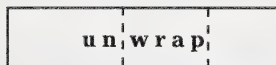
A Good Detective

The story “The Case of . . . the Missing Skateboard” is reread. The student looks for clues that tell more about the characters. The student is asked to make inferences about the characters and to do an activity in the Assignment Booklet.

The student also discusses the word *jealousy* and tells about a time that he or she felt jealous. Take this opportunity to share some times when you felt jealous and how you dealt with these feelings.

Phonics

Cut several cards that are at least 10 cm long. Write each word from the following list on a card. The student will be folding the cards between the base word and the prefix, so do not write the letters too close together. Leave room at the end of the cards so that you can add suffixes for a later activity. An example has been provided for you.



- dishonest
- depart
- express
- unfair
- mislay
- unequal
- mistrust
- reload
- exclaim
- demerit

The Aborigines of Australia

The student reads an article with headings to find information related to the questions that were posed on Day 3. Encourage the student to use the headings to locate information that deals with the subject matter related to his or her questions. Techniques such as underlining or highlighting appropriate information may also be helpful for the student.

If the student cannot find enough information in the article, he or she may also choose another way to research the answers to the questions. You may have to assist the student with entering the answers to the questions on the K-W-L chart.

Day 5

Learning Outcomes

The student reads a short story and answers questions to explore story structure and to think about personal experiences that may be similar to the experiences of the main character in the story. Prefixes and suffixes are studied. Spelling and handwriting are combined when the student constructs his or her own sentences using the spelling words. The student selects either the indigenous people of Hawaii or the Navajo of the Southwestern United States to research, and uses an outline to record the information.

Materials You Need Today

- word cards for phonics
- resource books, an encyclopedia, or Internet access to research an indigenous group

Getting Started

The student will talk about things that he or she is curious about.

“The Best Thing I Never Saw”

The student reads a new selection today and answers several questions about the story. The student also has a chance to think about personal experiences that may be similar to the experiences of the character in the story.

Phonics

Add the following inflectional endings and suffixes to the word cards that you prepared on Day 4. Fold back both the word endings or suffix and the prefix on all the word cards. The student will read the base word and then read the complete word.

dis	honest	ly
-----	--------	----

- | | |
|------------------|------------------|
| • dishonest + ly | • unequal + ed |
| • depart + ed | • mistrust + ful |
| • express + ing | • reload + able |
| • unfair + ly | • exclaim + ing |
| • mislay + ing | • demerit + s |

When the student has difficulty reading words that have a word ending or a suffix and/or prefix, encourage him or her to cover the word ending, suffix, or prefix with a finger or scrap of paper and to figure out the base word on its own. Then the student can easily add the word ending, suffix, and/or prefix.

Indigenous Peoples

In this activity the student is asked to identify a group of indigenous people from somewhere in the world, other than Canada, that he or she would like to learn about. The student then looks for facts about this group. Assist the student in choosing appropriate sources for research and in reading material that is too difficult for independent reading.

The student also uses an atlas to locate the country where the group lives and labels the country on a world map. This map will be used again in Module 7B and submitted to the teacher.

Day 6

Learning Outcomes

The student thinks about and lists words that describe the five senses. These sensory words are collected in chart form. The information gathered in Day 5 is used to write a report about the indigenous group selected on Day 5. Spelling words are reviewed and prefixes and suffixes continue to be studied.

Materials You Need Today

- chart for brainstorming sensory words

Getting Started

The student starts to think about words that can be used to describe sights, sounds, smells, tastes, and touch.

“The Best Thing I Never Saw”

In order to identify how authors create mental images, the student examines the role of sensory words in the reading selection. The student looks for words that tell about sights, sounds, smells, tastes, and touch.

After finding these words in the selection, the words are listed in an activity. To complete this activity, create a chart on a large sheet of paper. Show five rows, as in the following chart:

Sights	
Sounds	
Smells	
Tastes	
Touch	

The student then brainstorms sensory words for the chart. This chart can be posted in the learning area. Allow the student to add new sensory words when he or she finds them. The chart can be referred to during writing activities.

Write a Report

The student uses the information from Day 5 to write a report about a group of indigenous people. The student is asked to write about at least five topics from the Research Notes. The student is also asked to organize the information under headings. The topic titles from the Research Notes may be used or the student may create his or her own headings.

If your student has good keyboarding skills, she or he may choose to use a computer for composing the report. Show your student how to set up the headings correctly.

Day 7

Learning Outcomes

The student reads a short report about how the eye works. Further information about the eye is explored using appropriate vocabulary. Prefixes and suffixes continue to be studied, and the spelling words are practised using handwriting skills. The report written on Day 6 is revised and edited, and a list of resources is compiled.

Materials You Need Today

- word cards for phonics

Getting Started

The day begins with a discussion about the sense of sight. The student will tell you what he or she knows about sight and how the eyes work.

The Sense of Sight

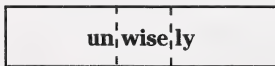
The student reads a report called “Sight with Our Eyes,” answers questions, agrees or disagrees with a statement the writer makes, and learns more about the parts of the eye and their functions.

For additional information and activities, visit the following websites:

- *Eye Site: Games and Activities*
<http://library.thinkquest.org/J002330/games.htm>
- *A Big Look at the Eye* (Go to “My Body” and then “Eye.”)
<http://www.kidshealth.org>
- *Amazing Eye Facts*
<http://www.optima-hyper.com/eyetests/kidsquiz/kidfact.htm>

Phonics

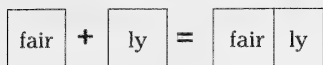
Write the following words on cards. The student will cut the cards between the base word, the prefix, and the suffix, so make the cards at least 10 cm long. Don’t write the letters too closely together.



- | | |
|------------|--------------|
| • unwisely | • repainted |
| • kindness | • exporting |
| • coldest | • recounting |
| • unfair | • displease |
| • likeness | • sweeter |

After the student has cut the prefixes and suffixes from the base words, allow him or her to experiment with creating new words by adding a different suffix or prefix to the base word.

Following is an example of a new word that a student might create:



When a new word has been created, it can be noted in question 13 in the Student Module Booklet.

Edit and Rewrite Your Report

The student edits the report written on Day 6. If the student has written the report on a computer, show him or her how to use the edit menu to move words and sentences.

When the student is ready to print a final copy, demonstrate how to change the style or font of the headings.

The student is also asked to draw an informative illustration for each topic.

Think About the Report

In this activity the student has a chance to evaluate the report-writing process and to assess his or her skills.

Day 8

Learning Outcomes

The day begins with the student experiencing a temporary loss of sight by being blindfolded. A student-written selection about Louis Braille is read. Various devices used to help people see or see better are investigated. Spelling words are reviewed one last time. Methods of protecting the eyes are explored. The concept of negative space is introduced.

Materials You Need Today

- yarn, hole punch

Getting Started

The student wears a blindfold to simulate temporary blindness. Be sure that the activity is carried out in a safe way. After the experience, discuss what the student found most difficult. Ensure that the student understands that blind people cope successfully; unlike a temporarily blindfolded student, they are not clumsy or uncertain because they have learned to move around without being able to see. The student is asked to name some devices or things that are helpful for blind people.

“Louis Braille’s Invention”

A student-written story is read and discussed. The student learns more about Braille and how it was invented.

Phonics

Say the following words aloud and ask the student to write how many syllables each word has. If necessary, remind the student that a syllable has one vowel sound.

- | | |
|--------------|--------------|
| a. unhappy | e. reuse |
| b. discover | f. mistrust |
| c. rewrite | g. unsure |
| d. displease | h. incorrect |

More About Inventions

The student tells about various inventions that have to do with sight or vision impairment.

Protect Your Sight

The student completes an activity dealing with eye safety rules. The use of safety goggles and sunglasses is discussed.

Another Way to Look at Things

The concept of negative shapes and negative space is introduced. The student does two short art activities to practise this technique.

Day 9

Learning Outcomes

The sense of touch is investigated today. After making predictions about the selection, the student reads for information about the sense of touch in the animal kingdom and constructs an outline of the information. The spelling test is written. The day concludes with the student performing a number of experiments related to touch.

Materials You Need Today

- two nails
- a pillowcase or large sock and a pair of gloves
- a variety of small objects with different shapes and textures

Getting Started

Before your student begins today's activities, he or she will discuss the sense of touch. The student will also add to the chart of sensory words that was started on Day 6. Turn to the chart you started on Day 6 and, as the student suggests words and phrases, write them in the last column of the chart. He or she may also take this opportunity to add more words to the other columns of the chart.

“What a Feeling!”

After making predictions about the selection, the student reads for information. After reading each page, he or she creates an outline by writing the supporting ideas under each main idea. This outline is used to help the student complete the reading activity in the Assignment Booklet.

Spelling

Say each word. Say the word in a sentence and then repeat the word. Also test the student on the challenge words that were decided upon.

These are the spelling words:

- unhappy
- discover
- rewrite
- displease
- reuse
- mistrust
- unsure
- incorrect

The Sense of Touch

This portion of today's lesson contains three activities using the sense of touch:

Feeling Bag. Gather a variety of small objects, such as

- a pine cone
- fruit
- rocks
- a cotton ball
- a clip
- a leaf
- a bar of soap
- a sponge
- sandpaper
- ice
- a spoon
- a ball
- a feather
- yarn
- an eraser
- a candle
- a marble
- a piece of wood
- foil

Place the object inside a pillowcase or a large sock. Ask the student to put his or her hand into the bag or sock and to identify the object by touch only. (You may need to hold the pillowcase around the student's arm or to blindfold the student.) Let the student try to identify some of the objects while wearing a glove. Discuss the differences in sensation between touching with a bare hand and touching with a glove.

Temperature Trick. The student can follow the directions on page 64 of *Super Senses!* to complete this experiment.

Where Did It Touch? Assist the student as he or she follows the directions in the Student Module Booklet.

ASSIGNMENT BOOKLET 7A

Grade Three Thematic
Module 7A: Days 1–9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

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Grade Three

Thematic

Assignment Booklet



Module 7A:

Listen, Touch, Taste

Day 1 to Day 9



Learning
Technologies
Branch

Alberta
EDUCATION

FOR TEACHER'S USE ONLY

Summary

	Your Grade
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Assignment 5	
Assignment 6	

Teacher's Comments

Grade Three Thematic
Module 7A: Listen, Touch, Taste
Assignment Booklet 7A
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

Cover Art: Photodisc/Getty Images

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Assignment 1

Goals

1. What have you done to achieve or make progress toward the goals you set in Module 4A?

2. What new goals would you like to set for yourself? Select at least two goals.

Assignment 2

Spelling Pre-test

Write each word as your home instructor says it.

Assignment 3

Character Clues

Complete the table. Write the two words listed in question 1 in your Student Module Booklet that best describe each character in the story. Then tell which clues in the story told you that information about the character.

Character	Describing Word	Story Clues That Told Me
Tracy		
Tracy		
Angie		
Angie		
Prince		
Prince		

Assignment 4

Thinking About Your Report

How well do you think you did on your report? Look at the following tasks.

If you think you did a good job at the task, draw a happy face in the box.



If you think you could have done better, draw a sad face in the box.

☐

I made an interesting title page.

☐

I found information for at least five of the topics.

☐

I used more than one source for my information.

☐

I used headings to help organize the information.

☐

I used complete sentences and expressed my ideas clearly.

☐

I used pictures to help explain my information.

Assignment 5

“What a Feeling!”

Use the information from “What a Feeling!” to help you choose the best answer for each question.

1. What special adaptation helps the jellyfish get food?

- ☐ a slippery, slimy body
- ☐ tentacles that shoot tiny poison barbs into other animals
- ☐ a hairy body
- ☐ all of the above

2. What other animal also uses tentacles and barbs?

- ☐ a sea horse
- ☐ a luna moth
- ☐ a catfish
- ☐ a sea anemone

3. What special adaptation helps the catfish find food in dark places?

- ☐ good eyesight
- ☐ feelers called barbels
- ☐ hairy stomachs
- ☐ sharp fins

4. Another animal that uses the same method to find food as the catfish is

- ☐ the hairy blenny
- ☐ the Atlantic cod
- ☐ the blue goatfish
- ☐ all of the above

Assignment 5

continued

5. What special adaptation helps the owlet nightjar find food?

- ☐ feathers that are the same colour as the leaves
- ☐ strong wings
- ☐ special bristles around the beak
- ☐ good teeth for crunching insects

6. **Nocturnal** means

- ☐ insect eater
- ☐ sharp eyesight
- ☐ night hunter
- ☐ bristled bird

7. The only mammals that don't use whiskers to feel with are

- ☐ dogs
- ☐ cats
- ☐ humans
- ☐ seals

Assignment 6**Spelling Test**

Write each word as your home instructor says it.

Put a check mark beside the things you can do.

- ☐ I can use headings and pictures to help me find information.
- ☐ I can use an outline to help me organize and write a report.
- ☐ I can tell several facts about indigenous peoples of the world.
- ☐ I can express an opinion about a character or a selection.
- ☐ I can identify different types of reading selections, such as fairy tales, mystery stories, poems, reports, and essays.

Student's Comments

Is it getting easier to figure out the main idea of a selection? Explain.

What did you find most difficult in this module?

Check **yes** or **not yet** for each question.

The student is able to

- | | | |
|---|------------------------------|----------------------------------|
| • set appropriate personal goals | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • read and spell words with prefixes | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • locate information in a selection when researching | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • explain new ideas in his or her own words | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • apply a variety of comprehension strategies when reading | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • connect portrayals of characters or actions to personal experiences | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • organize ideas and information using an outline | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |

Additional Comments

Use this space to make comments about your student's comprehension strategies. Does the student use context, look up the meaning of unknown words, ask someone, or reread for meaning?

Do you have any questions or comments about this part of the module?

Module 7A

Items to Submit

Check each item as you include it for mailing to the teacher.

- ☐ **Day 2:** photographs or photograph of photo collage (optional)
- ☐ **Day 7:** title page and report on indigenous people
- ☐ **Day 9:** Assignment Booklet 7A